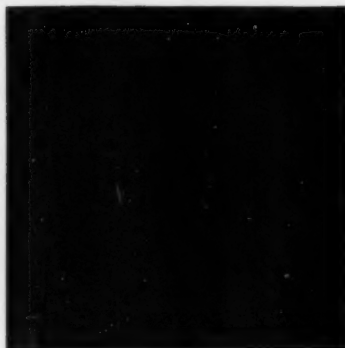


**OCTOBER 1951**

*A workshop committee on international relations  
consulting Ruth MacMurray (front row center),  
U.S. Department of State, at the AFT convention*

# *The American Teacher*



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## A Message from the President of the United States

THE WHITE HOUSE

WASHINGTON

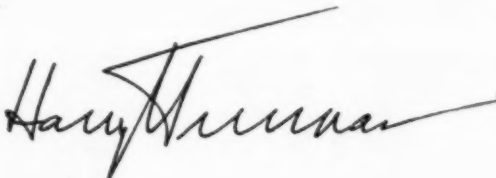
August 11, 1951

TO THE AMERICAN FEDERATION OF TEACHERS:

We in the United States and the free world do not place our faith in war. We want peace, and we work for it.

The peoples of the free world must therefore collectively build the kind of military, economic and industrial strength which will deter the aggressor and may completely discourage his aggressive intentions from attempted fulfillment. We in the free world must also make sure that, in defending freedom against external attack, we promote its strength against internal subversion or disintegration. Peace and freedom depend on collective measures of this sort.

A special sense of urgency attaches to the meetings of the American Federation of Teachers as it considers "Education for Security and International Peace." Only as American adults, youths, and children fully understand the necessities of world cooperation and international friendship; only as all of us are ready to sacrifice personal comfort and selfish advantage for the common purposes of peace and friendship, can we expect to win.



★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

OCTOBER 1951

# *The American Teacher*

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# Strenuous but Stimulating— That's an AFT Convention

AT THE HEIGHT of the discussion on one of the most controversial issues at the AFT convention in Grand Rapids, two delegates attending their first AFT convention were heard expressing enthusiastic approval of the spirit in which the meeting was conducted. "I have never attended a convention like this one!" exclaimed the one delegate. "Here everyone has a chance to speak up. Delegates listen to all the arguments on both sides of controversial questions and then make up their own minds."

"I like especially the 'give and take' spirit," commented the other delegate. "You can really see the democratic process at work here. No one could ever describe an AFT convention adequately. Only the experience of being a delegate can give you an understanding of what goes on."

"Until now the AFT was only a name to me," said another delegate. "But now I feel I'm part of a lively, growing organization."

Old-timers at AFT conventions know that these annual meetings are always strenuous but stimulating. Where but at an AFT convention

could the following situation have developed: After a morning schedule of committee meetings and a business session, a luncheon session, and a crowded afternoon session, delegates decided that they would allow just enough time to eat dinner before returning for an *extra* evening session—to be followed by a social program arranged by the Grand Rapids local.

And who would believe that at that evening session the proposals to amend the AFT constitution were so exciting that the delegates were extremely reluctant to close the meeting in order to attend an excellent program of entertainment? "This is more interesting than any entertainment program could be," some of the delegates were heard to say.

But when finally they tore themselves away from consideration of the problem of amending the AFT constitution, they found that a most enjoyable program of music and dancing had been prepared for them. Some of the delegates, unfortunately, had to miss it because they had to finish their committee work that night. And many attended meetings that started



*The credentials committee registering the delegates to the 34th annual AFT convention*

at 11:30 P.M., after the conclusion of the social program.

## PROBLEMS FACING THE CONVENTION

What were some of the questions that so absorbed the attention of the delegates to the thirty-fourth annual AFT convention? Here are a few of them:

**1. Extra-curricular activities.** Which extra-curricular activities are justifiable educationally? Should they be assigned to teachers or should they be assumed voluntarily? Should the classroom schedule be adjusted to allow for the extra time involved in extra-curricular activities, or should teachers receive extra pay for extra-curricular duties? (See page 22 for the convention statement on extra-curricular activities.)

**2. Teachers' salaries and degrees.** Should teachers' salaries be based partly on the degrees held by them? To what extent should non-credit courses, courses which do not lead to a degree but are helpful to the teachers in their work, and educational activities such as travel be considered in establishing salary schedules? What should be done in the case of the teacher who does not have a degree but has had many years of valuable experience and has done an excellent job? If objective standards such as those based on degrees are not set, how can we prevent the basing of salaries on political favoritism?

(After much debate these questions were finally referred to the Executive Council, which has asked the AFT Commission on Educational Reconstruction to prepare a statement on the subject for consideration by the Council at its December meeting.)

**3. Attacks on modern educational methods.** How can teachers meet the irrational and prejudiced attacks on modern educational methods and still work for improvement in our schools through sane curricular revision based on sound educational standards? (See page 24 for convention recommendations on this question.)

**4. Loyalty oaths.** What should be the attitude of teachers toward loyalty oaths? How can teachers convince the public that they are and wish to remain loyal citizens of their state and of the nation, and at the same time make clear the dangers from the imposition of "loy-

## A.F.T. OFFICERS FOR 1951-52

**President:** John M. Eklund, Denver, Colo.

### Vice-Presidents:

Jessie Baxter, Lincoln Park, Mich.  
Carl Benson, Toledo, O.  
Selma Borchardt, Washington, D.C.  
Mary Cadigan, Boston, Mass.  
M. Sophie Campbell, Providence, R.I.  
John Fewkes, Chicago, Ill.  
John Fitzpatrick, Milwaukee, Wis.  
Veronica B. Hill, New Orleans, La.  
Ann Maloney, Gary, Ind.  
Kathleen McGuire, Anaconda, Mont.  
Cecile Oliver, Portland, Ore.  
Edwin Ross, Oakland, Calif.  
Catherine Sheridan, New York, N.Y.  
Arthur Symond, La Salle, Ill.  
Mary Wheeler, Oak Park, Ill.

alty oaths"? (See page 28 for the convention resolution on loyalty oaths.)

**5. Non-segregated locals.** How can the AFT maintain a policy of having no segregated locals and still organize locals in areas where segregation is traditional? (See page 24 for the statement of principles and program of action presented by the committee on democratic human relations and adopted by the convention.)

Of course there were also several problems related to AFT organization and to the operation of the AFT national office.

## ELECTIONS

The election of officers for the ensuing year was another subject of intense interest to most of the delegates, and there was vigorous campaigning. For the results of the election, see above.

The election of AFT delegates to the AFL convention was determined by a roll call vote. The following five persons represented the AFT at the AFL convention held in San Francisco in September: Selma Borchardt, John Eklund, Arthur Elder, Irvin Kuenzli, and Joseph Landis.

## ADDRESSES AND PANEL DISCUSSIONS

Although a large part of the convention was devoted to committee meetings and committee reports, there was time for a number of thought-provoking addresses and panel discussions.



GEORGE DEAN, *President of the Michigan Federation of Labor, addressing the convention at the opening session*

At the opening session on Monday morning, August 20, at which Miss Ina McNeal of Grand Rapids presided, the delegates were greeted by the Hon. Paul G. Goebel, Mayor of Grand Rapids; Leon Knappen, President of the Grand Rapids Federation of Labor; George Dean, President of the Michigan Federation of Labor; and Benjamin Buikema, Superintendent of the Grand Rapids Schools.

President John Eklund and Secretary-Treasurer Irvin Kuenzli presented their reports at the Monday afternoon session.

At the open meeting held on Monday evening, Dr. Anna Arnold Hedgeman, of the Federal Security Administration, speaking as an individual, made a stirring address on "Protecting Human Values—A Midcentury Appraisal."

Most of the Tuesday morning session was devoted to the report by AFT's Washington Representative, Selma Borchardt.

A lively panel discussion on "Attacks on Public Education" provided the program for the Tuesday luncheon meeting. The chairman of the panel was Dr. George Axtelle, member of AFT Local 2, formerly an AFT vice-presi-

dent, now chairman of the Department of History and Philosophy of Education, School of Education, New York University. The panel speakers were: David Selden, AFL organizer for the AFT; Hazel Grieger, social science teacher and member of the AFT local in Gary, Ind.; Jeanette Veatch, School of Education, New York University, member of AFT Local 2; Edgar W. Waugh, member of AFT Local 686, the Michigan State Normal Teachers Federation at Ypsilanti. So challenging were the speakers that an important national weekly asked for a verbatim report of the speeches. Excerpts from the speeches or summaries of them will be published in a later issue of the *AMERICAN TEACHER*.

The principal event Tuesday afternoon was an address by His Excellency, Reverend Bishop Francis J. Haas, who spoke on "Building Our Internal Defenses" (see page 21 for excerpts). Following this address Arthur Elder presented a report for the AFT Commission on Educational Reconstruction.

A symposium on "Building Mental Health" was presented Tuesday evening, with Bessie



*Dr. George Axtelle presiding at a luncheon session*



Slutsky of Chicago serving as chairman. Participants were: Clara Gluck, New York; Dorothy Matheny, Toledo; Mary Kasteed, Detroit; Janice Fink, Chicago. Each speaker explained what was being done in her own school system to preserve the mental health of teachers.

In the Wednesday morning panel on "Meeting Attacks on Public Education and Academic Freedom," Meyer Halushka of Chicago acted as chairman, and the participants were: Mrs. Natalie Green, Durham, N. C.; Ann Maloney, Gary, Ind.; John Fewkes, Chicago, Ill.; Aileen W. Howard, Los Angeles, Calif.; Myron Tripp, Great Falls, Mont. Each speaker discussed significant situations in his own area.

The report of the AFT Executive Council was given by Vice-President Mary Cadigan of Boston at the Wednesday afternoon session.

At the banquet on Wednesday evening, the Hon. G. Mennen Williams, Governor of Michigan, greeted the delegates. The principal speaker of the evening was the Hon. John Sherman Cooper, former U.S. Senator from Kentucky and U.S. delegate to the United Nations.

He discussed the great significance of the UN action in opposing aggression in Korea and the necessity of supporting a policy of collective security.

"There is too little understanding in this country about the effort that is being made in Europe, and particularly in Great Britain and France," he said.

"We must continue to help our allies build their military strength," he declared. "But as our country pursues with vigor its defensive program, it is imperative also that the free nations of the world, and particularly our country, have the courage and imagination to

ARTHUR ELDER,  
chairman of the  
AFT Commission  
on Educational  
Reconstruction,  
reporting on the  
work of the Com-  
mission



explore every other avenue which might lead to a firmer and surer solution of the impasse which divides us from the Soviet Union. . . .

"It is important that we talk to the peoples of the world in terms of their economic and social advancement, as well as in terms of military preparedness."

He stressed also the importance of continued efforts in this country "to secure an actual consummation of the civil and human rights of all our people, without regard to their color or their race or their position in life in this country. That would be a great demonstration for the peoples of the world."

The luncheon meeting Thursday was under the auspices of the AFT committee on democratic human relations, with Layle Lane, of New York, as chairman. Mr. Phillips, Director of the Urban League in Grand Rapids, and Mrs. Iva Marie Cooper, of San Francisco, described the human relations picture in their respective communities. After their talks the Hon. R. S. Chhatari, alternate representative of Pakistan to the United Nations, addressed the group.



*Meyer Halushka serving as chairman in a panel discussion*



CONVENTION COMMITTEES (starting at the top): union techniques, resolutions, legislation, social and economic trends



# President Eklund Outlines Vital Issues for 1951-52

**P**RESIDENT John Eklund opened his address with the statement that although there are many areas in which AFT members may disagree, those areas are relatively unimportant when compared with the many vital issues on which the members agree and around which the AFT was founded and has developed.

"This is the hour in which we ought to . . . sit together . . . with a great common purpose to write a program which will attract the liberal forces in the country and which can send us back into the field to do the job in the local communities," he said.

#### **AFT's organizational needs**

Calling attention to the organizational needs of the AFT, Mr. Eklund recommended:

1. That in areas where individual states cannot support full-time field representatives, bilateral agreements be worked out between the national AFT and groups of states, so that field representatives may be employed jointly, under the direction of the Executive Council, and assigned to such areas in order to provide service to the existing locals and to work for organizational expansion in those sections.

2. That consideration be given to developing a national program of insurance coverage.

3. That attention be directed to methods which locals have found useful in establishing collective bargaining rights with their school boards.

4. That every effort be made to obtain greater publicity for the activities of the AFT, especially through stories with a Washington, D.C. date line.

#### **threats to the teacher's freedom and welfare**

Of major concern to the AFT, declared Mr. Eklund, are the serious threats to the freedom and welfare of the teacher. In this connection he cited recent instances of indiscriminate dismissal of teachers in the Iowa School for the Deaf, in the Vocational School in Miami, Florida, and in Kellogg, Idaho. He referred also to



the attempts of some school boards or administrators to impose unfair assignments upon teachers or to overburden them with extra-curricular activities, thus making their positions intolerable. He condemned the attacks that are being made in some places on the single salary schedule. "We shall fight any and all attempts to create second- and third-class teachers," he said.

President Eklund pointed out some of the serious results, both to students and to teachers, of the wave of intimidation that is sweeping the country and finding expression in some places in "loyalty oaths" which may be used to restrict the professional and civil rights of teachers.

In discussing the dwindling real income of teachers, Mr. Eklund stated that the actual rise in the cost of living is much greater than is indicated by the price indexes of the Bureau of Labor Statistics, since those indexes fail to take into account many important items.

#### **four pressing needs of the schools**

"Four tremendous needs stand out as we consider the educational conditions of our nation," said Mr. Eklund. He listed these needs as: (1) school housing; (2) professional staffing; (3) school revenues; (4) preservation of basic educational reform.

*School housing:* A total of 520,000 classroom units will be needed within the next ten years merely to keep pace with current demands, he

said. This estimate is based on the following figures:

1. By 1959-60 we shall need 270,000 classroom units to take care of an estimated eight-million increase in school population.

2. One out of five of our existing school buildings is in need of extensive repair or remodeling, and 150,000 of these classroom units must be replaced within the next ten years because they are fire traps. Many of these structures are from 60 to 100 years old.

3. Because of shifts in population and reorganization of school districts we must face the need of an additional 60,000 units.

4. The extension of the free school to the kindergarten and to the 13th and 14th years brings an additional requirement of 40,000 units.

This total of 520,000 classroom units would cost approximately thirteen billion dollars. But an expenditure of thirteen billion dollars over a ten-year period is not disproportionate when compared with a defense budget of 56 billion dollars for one year.

*Professional staffing:* The increasing enrollment alone demands an additional 35,000 teachers a year, he said. Since some 70,000 teachers must be replaced each year, a total of more than 100,000 new teachers fresh from the teacher training institutions is required each year. "It is not surprising that with this demand we are still forced in many states to dig deep into the manpower barrel and frequently come up with inadequately prepared personnel," said Mr. Eklund.

*School revenues:* "There still remains on the part of many school boards a peculiar reticence to let the community in on the full needs of the school. As a consequence drastic reductions in program are made, class size is increased, and special projects and services are abandoned. A scientific and technical age, a war of ideas, demands an alert and competent citizenry. For every dwindling of school service we may expect to pay dearly in civilian competence and technical 'know-how.' We should expect to pay at least 15% of our national income for the education of tomorrow's citizens."

*Preservation of basic educational reform:* Mr. Eklund referred to the systematic attacks which are being made on the schools by exploiting the legitimate grievances of community groups and subverting the real purpose for

which these groups were originally formed. "For the past two years there has been a well planned drive to capture the public schools by indicting all the changes of the past twenty years.

"It is the purpose of the AFT to take aggressive leadership in preserving the best in the experimental programs of the 30's and 40's. Your Executive Council is at present planning the first step in such a major evaluation of American education.

"Contrary to the propaganda disseminated by these groups, the best in American education today seeks to:

- "1. Preserve and develop the dignity of each and every individual child.

- "2. Develop the skills and tools with which each child may be a fruitfully functioning member of society.

- "3. Develop in each child the full understanding of the rights of others, as individuals and as groups.

- "4. Develop to the greatest degree possible the powers of factual analysis and of reasoning.

- "5. Engender in the child spiritual and moral responsibility to himself and his fellows.

"The coming year will see the AFT weighing the American educational program against such criteria as these."

#### **our international responsibilities**

"Not only do we operate on the community level in defense of teachers and for the benefit of children, on the state level for sound educational and teacher legislation, and on the national level for the enactment of progressively better legislation and administration in all the fields that relate to our concept of education; but increasingly today there is laid upon us a responsibility to become a major force in the structuring of a peaceful world and a satisfying abundant life for people everywhere."

*As a teachers' organization* we should develop specific programs which lead to a better understanding between the peoples of the world and to direct contact with teachers abroad on the basis of our common objectives, said Mr. Eklund. He reported that the AFT Executive Council had under consideration, as a step in this direction, a bilateral program of textbook analysis with the teachers of France.

He called attention to the program for teacher exchange and to the many opportunities for teachers to serve abroad in connection with the

Technical Assistance program for the underdeveloped areas of the world. He said that during the coming year these programs would probably be increased and that the AFT national office should have from member locals the names of any persons equipped to participate in such programs, together with statements of the capacities in which they might serve.

In our social science courses we have the responsibility of so teaching the function of the United Nations and the philosophy of collective security that the UN may become increasingly workable or that out of it may come the long steps to a more functional world organization of states. "We must understand and operate within the various agencies set up to develop liaison between the various segments of our interest and their counterparts abroad—UNESCO, the ILO, FAO, WHO, and the others in the UN structure."

*As a trade union* we should pledge ourselves to support the International Secretariat of White Collar Unions, which is a functioning division of the International Confederation of Free Trade Unions, he said. "The White Collar Secretariat represents the open door to effective cooperation with trade unionists of our craft throughout the free world. We are proud to be an integral part of that great movement."

To carry out the ICFTU program we must strive to protect the social and economic rights of workers and to establish freedom of association for workers everywhere. The program in-

volves also the creation of ever broadening areas of international cooperation. "The major task lies with the economically advanced nations in assisting the underdeveloped areas by means of technical assistance, progressive legislation and administration (especially as regards labor), and social and agrarian policies which may free the enslaved. It is here that continuously increasing cooperation must come with our parent body, our international bodies, and the United Nations."

*As individual classroom teachers* we may assist in many ways:

1. By the use of materials and teaching aids available from the UN and all the specialized agencies of the UN, and also from the international labor movement.
2. By political action in electing to Congress persons who are favorable to world responsibility and cooperation.
3. By active participation in local and state programs in support of UNESCO.
4. By constant study of all the plans and recommendations presented by responsible groups in the area of economic cooperation and world government.
5. By attendance and participation in central bodies and in labor committees whose jurisdiction is education or foreign affairs.
6. By being publicly counted as often as possible among those who subscribe to our responsibility as a nation to the brotherhood of man.



*Between convention sessions Gilbert Anderson (seated at head of table), U.S. Department of State, assists a workshop committee on international relations*

# The Union in Action in 1951

*Adapted from the convention address of  
IRVIN R. KUENZLI  
AFT Secretary-Treasurer*



**F**IFTY-NINE new locals were chartered during the 1950-51 fiscal year. Nearly every year one or two states emerge as areas of outstanding membership growth. This year Michigan had the largest number of new locals, with twelve to its credit. Idaho ranks second, with ten, and Massachusetts third, with seven. Two states, California and Minnesota, had three new locals chartered. Each of the following six states organized two new locals: Colorado, Florida, Illinois, Pennsylvania, South Dakota and Wisconsin.

One new local was chartered in Hawaii and in the following eleven states: Connecticut, Iowa, Kentucky, Louisiana, Montana, New Jersey, North Carolina, Ohio, Oregon, Washington, and West Virginia.

Sometimes the false criticism of the AFT is expressed that the organization is interested only in securing better salaries for teachers. While the wide program of professional and social action of the AFT and its parent body, the AFL, are ample evidence of the absurdity of such a statement, it is true that provision of adequate school finance and better salaries for teachers are major objectives of the AFT. Traditionally the labor movement of the United States has had two major objectives: (1) to improve the working conditions of the craftsman, and (2) to improve the standards of the craft itself. As Dr. John Childs, of Columbia University, has frequently pointed out, a third objective, which has not been adequately stressed, has been the protection and extension of the principles of democratic living.

#### **the major objectives of the AFT**

Stated simply in the tradition of the American labor movement, it might be said that three of the major objectives of the AFT also have been: (1) improving the working conditions of teachers, (2) improving the teaching

profession, and (3) defending and extending democratic living through education and labor.

The problem of providing better salaries for teachers and the problem of providing better educational facilities for children are inseparable. In installing new charters we say to new locals: "In peace or in war, in adversity or in prosperity, the children must come first." In a democratic society this declaration is profoundly true. Yet the serious crisis in education which has existed during the last few years has resulted largely from inadequate salaries. The *children* have suffered because many *teachers* were not paid a living wage and were compelled to leave the profession in order to support themselves economically.

#### **the need of adequate retirement systems**

Since even the best teacher salary schedules in the nation provide only modest incomes for teachers, it is of vital importance that adequate retirement programs be provided for teachers. Only a small minority of the teachers of the United States would be able to provide personal retirement programs through savings from their salaries. In fact the great majority of teachers in the United States are unable to provide adequate insurance programs to protect their dependents in case of death or disability.

Adequate retirement programs, as in the case of adequate salaries, are directly related to the education and welfare of children. Worry over economic problems and fear of destitution in old age are destructive factors in the work of any classroom teacher. Purely from the standpoint of efficient administration and

sound procedure it is good business, therefore, to provide for teachers adequate retirement programs as well as adequate salaries.

Realizing the vital importance of sound retirement systems for teachers the research department and the standing committee on pensions and retirement have collected and made available to locals and state federations source material on retirement programs. An attempt to write a model bill on pensions has run into great difficulties because of the variation in the laws and in the wealth of the several states. The standards which might reasonably be attained in one state might be far below those attainable in another state. Unless a model bill contained the highest standards existing in the nation, it might prove to be detrimental to the states with the highest standards. At the same time the presentation in some states of a bill with the standards which exist in some of the other states, might tend to "kill" the legislation entirely. It seemed best, therefore, to outline certain general principles and to make available the best plans now in existence in the nation.

As a general goal, which has already been surpassed in some states, teachers should be able to retire with at least half of their salaries at the approximate age of 60. It should be expected that such a program, to be actuarially sound, will cost at least 12% of the payroll for future service alone. Unless past or prior service is liquidated by a lump sum amount voted by the legislature, it must be expected that an additional percentage of the payroll must be paid for this purpose. In one state this amount is now 9% of the payroll. It cannot be expected—from the actuarial standpoint—that a payment of 5% by the teacher and a payment of 5% by the state will be adequate to support a sound pension system.

#### AFT's defense of tenure

One of the most important phases of the program of action of the AFT is protection of teachers from dismissal from their positions without just cause.

The AFT takes the position that the first duty of a member of a teacher's union is to do efficient work in instructing children in the classroom and that union protection should not be extended to teachers who are not professionally competent. On the other hand, the AFT believes that dismissal of teachers for political reasons or for other unjust reasons constitutes

one of the most serious violations of the principles of democratic government.

During the past year a number of important tenure battles have been fought by the AFT, and grants of various amounts have been allocated from the defense fund to the following locals to assist in battling against unfair dismissal of teachers:

1. Butte Teachers Union, Montana
2. Los Angeles Teachers Union, California
3. Cass Township Federation of Teachers, Pennsylvania
4. Sacramento Federation of Teachers, California
5. Indianapolis Classroom Teachers Association, Indiana
6. Shoshone County Federation of Teachers, Idaho
7. Iowa School for the Deaf Teachers Union, Iowa
8. Tri-Cities Federation of Teachers, Illinois
9. Miami Federation of Vocational Teachers, Florida

## ARE YOU SAYING "I CAN'T AFFORD TO RETIRE"?

**You can retire young enough to enjoy it**

**—if you know where it costs less to live and where you can earn an extra income from a part-time job or small business.**

One of the best things about *Where to Retire on a Small Income* is that it selects out of the hundreds of thousands of communities in the U. S. and its island territories only those places where living costs are less, the surroundings are pleasant, and you can add to your income through a part-time or seasonal job or from a small business.

#### With this book, you learn:

- where you can go fishing, hunting, boating, and swimming practically from your front door;
- where living costs, rents, and real estate are less (even where you can buy a farm for only \$2,500);
- where you can live inexpensively on an island far from the world, yet close to neighbors;
- where your hobby will bring you an income;
- where you stand the best chance of living as you want to.

#### Where to retire on a small income in Florida, California, Hawaii, etc.

The book covers cities, towns, and farms throughout America—from New England south to Florida, west to California, and north to the Pacific Northwest. It includes Hawaii, Puerto Rico, and the Virgin Islands. Some people spend hundreds of dollars trying to get information like this by traveling around the country. Frequently they fail—there is just too much of America to explore. Yet *Where to Retire on a Small Income* costs only \$1. "Should be one of the season's most popular books," says *Pathfinder Magazine*.

No matter what you are doing today, prepare now to retire while still young enough to enjoy it. Simply tear out ad, print name & address, and mail with check, money order or \$1 bill (we guarantee its safe arrival). Money back, of course, if you're not satisfied with book. No write today to **NARAH PUBLICATIONS, 162 FIRST AVENUE, GREENLAWN, NEW YORK.**



## The Free Teachers' Unions Form an International Organization Within the ICFTU

*Left to right:*

*C. Walusinski (France), Assistant Secretary*

*I. R. Kuenzli (AFT Secretary-Treasurer), President*

*M. M. Van de Moortel (Belgium), General Secretary*



FIRST OFFICERS OF THE IFTU

During the past year the AFT has cooperated actively in establishing an international organization of teachers' unions, as recommended by the 1946 convention. In accordance with the recommendations of the organizing conference in Brussels in April, a meeting was arranged in Paris on August 6-7 to establish the new international organization. Representatives included union teachers from France, Belgium, Germany, Austria, Switzerland, and the United States, as well as Spanish teachers in exile and Polish teachers in exile. Representatives of the teachers' union of Japan were unable to get to the meeting as they had planned.

In a statement adopted at the Paris meeting the new teachers' organization declared that one of its principal objectives would be to assist in marshalling the strength of the 50 million members of the International Confederation of Free Trade Unions in support of public education as the indispensable basis of democratic government. The organization declared that every child in the free world regardless of race, creed, sex, color, or the economic status of its parents, should have the right to secure the full education to which it is entitled, in terms of its ability and its interest.

A second objective set forth by the new organization is that of "concretizing," through the free labor movement of the world, the educational objectives set forth by the United Nations and UNESCO.

The present membership of the teachers' organizations associated with the new organization is estimated at approximately 700,000. The official name of the new organization is "The International Federation of Free Teachers Unions" (SPIE—Syndicat Professionel International de l'Enseignement).

The first officers elected for the new federation are:

President: Irvin Kuenzli, AFT Secretary-Treasurer

General Secretary: M. M. Van de Moortel, Secretary, Belgian Teachers Union

Assistant Secretary: C. Walusinski, Secretary, French Teachers Union

The election of an officer of the AFT as the first president of the International Federation of Free Teachers Unions will bring to the AFT an enlarged responsibility and a greater opportunity for service to the teachers of the world.

Several of the representatives at the Paris Conference expressed the opinion that international organization of labor and education is the greatest force in the world today for establishing peace and protecting democracy in the free world. The teachers' unions of the world, at the crossroads of these two powerful forces, are in a strategic position to make a significant contribution to the troubled world in which we live.





## A Legislative Program for 1951-52

*Excerpts from the convention address of  
SELMA BORCHARDT  
AFT's Washington Representative.*

WASHINGTON is solemnly tense. The grim possibilities of war and the threat of war, coupled with the lack of a unified, coordinated program, hang heavily over us. We as a nation want peace—lasting peace. Peace with freedom! Lasting peace with freedom can be built only on social and economic justice, on national and international morality. Such freedom is built upon international, national, and personal responsibilities.

The 82nd Congress gives us little hope. There seems to be no sense of responsibility in developing a broad sound program in this crisis. There is a wide-spread reckless disregard for the dangers with which our nation is faced and for the welfare of our people. There is no potent, cogent party direction coming from either major party. While we in America don't like party discipline, we should like party responsibility. But there is none.

### **FEDERAL AID FOR EDUCATION** **General federal aid**

This Congress will not enact any bills to provide general federal aid for education. In fact, we can now say that no Congress for some time to come will enact any bills to provide general federal aid for education. The only hope for federal aid lies in the enactment of specific bills for specific purposes.

### **Federal aid to raise salaries of public school teachers**

Senator James Murray introduced in this session S990 to provide aid expressly for public school teachers' salaries. The bill is of special merit because it provides a plan for the allocation and distribution of federal funds in such

a manner as to assure equitable distribution *within* as well as *among* the states.

### **Federal aid for school construction**

Senator Hubert Humphrey will continue to press for legislation embodying the principles of a good school program and a sound construction program. His bill of last year providing for a survey of school construction needs serves well as a basis for determining an equitable plan for distribution of federal funds for school construction.

Up to now about 30 bills on school construction have been introduced. The best of these is the Bailey Bill. There are also bills providing for loans for construction, bills to treat school construction as a part of the Public Works Program, bills to make sure there will be no deductions in grants because of previous aid under WPA or any other federal appropriation, bills for the so-called "protection for large cities," and bills to provide funds for school facilities.

It is not likely that any of these bills for general building aid will be considered at this time. However, "defense aid" for war-impacted

*(Continued on page 18)*

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*The School Secretaries Union of Chicago (Local 224), entertaining the convention delegates at a tea. Standing behind the table are three officers of the local. They are (left to right): Marguerite McEnany, president, Mary Kay Keeley, vice-president, and Marjorie McGuire, secretary*



**JOHN SHERN**  
*speaker at the dinner*

*Convention committees at work (starting at the top): taxation, union services, international relations*





ALAN COOPER  
at the convention  
dinner



*The elections committee preparing to distribute the ballots*

*Delegates assembled at the convention dinner*



# A Legislative Program for 1951-52

(Continued from page 15)

areas will be continued and probably expanded.

Grants totaling \$46,500,000 were reserved for 100 school construction projects in federally affected local school areas and on federal property in the fall of 1950. The funds were appropriated by the Congress under Public Law 815.

This fund enabled the federal government to meet what they deemed the most urgent school construction needs in approximately 10 percent of those localities where federal government activities have greatly increased the demands on state and local facilities.

The Office of Education reported that 697 school districts had applied for assistance up to March 12, 1951. Of this number, they reported 528 have submitted construction projects calling for \$182,000,000 in federal funds. In addition to this, \$51,000,000 more is needed for construction of schools on federal property, and approximately \$7,000,000 for temporary school construction, making a total need of \$240,000,000 at this time.

Under the terms of Public Law 815, when funds available are not sufficient to permit allocation for all eligible construction projects, available funds are to be allotted on relative urgency of need, the Office of Education states.

Our locals from communities in need of such aid are urged to check with their superintendents to make sure that their requests have gone in to the regional office in proper form.

## **Federal aid for scholarship loans for needy worthy students**

Senator James Murray continues to press for legislation to provide scholarship loans for needy worthy students. Noting the desperate need for more physicians in this country, he is putting great effort into securing the enactment of S337, which would give aid to medical colleges and afford more students the opportunity to study medicine. The urgent need for this legislation has not lessened the opposition of the American Medical Association to its enactment. It now seems likely that the bill will pass the Senate but will be buried in the House.

The Senate Committee's program is based on a finding which shows that:

1. A shortage of medical personnel essential to the present and future well-being of the armed forces and the nation does exist.

2. This deficit will increase during the existing emergency unless facilities and training opportunities are reinforced and enlarged.

3. Because of extremely high training and facility costs and comparatively low incomes, schools cannot be maintained on a stable financial basis with existing enrollments. These conditions have even further discouraged the building and equipping of schools and enlargement of existing facilities.

## **Federal aid to help eradicate adult illiteracy**

Senator Harvey Kilgore continues to work for legislation to help eradicate adult illiteracy. Senator Kilgore, who has actively supported the international program to bring technical assistance to friendly nations in need thereof, now points to the fact that surely we should, as a nation, do as much in our own country for those who have been denied the opportunity to secure basic educational training as we do for our friendly neighbors. We who so strongly support the UNESCO program of fundamental education urge a program of fundamental education for the underprivileged within our own country.

## **Federal aid to provide health services to children**

Senator Paul Douglas will probably re-introduce his bill providing health services for all children. The companion bill has been introduced in the House by three members: HR 3030, 3079, 4322. While this essential legislation will probably pass the Senate, it will just as probably be buried in the House in the Committee on Interstate Commerce.

It is unfortunate that the National Education Association has voted to seek to deprive a child of the benefits of a school lunch program unless he goes to a public school. It will be hard to find a justifiable reason for denying any child the right to share in a public feeding program through which the child's health is to be served.

## CHILD WELFARE LEGISLATION

### Services for handicapped children

We have supported a program of special services for the physically handicapped child. S 1463, sponsored by Aiken, Hill, Douglas, Humphrey, Lehman, Morse, Murray, Neely, and Pastore in the Senate, and the Kelly Bill (HR 4136) in the House providing such aid deserve our active support. But aid should be provided also for the mentally handicapped child.

### Funds for research

The Douglas Bill (S 676) and House Bills by Javits (HR 2477), Klein (HR 3238), Elliott (HR 4094), and Bolling (HR 1879) providing for research relating to child life and an accompanying program through which to apply the findings from such research should have our continuing support.

### Help for youthful drug addicts

The disclosures of the Crime Investigating Committee, especially as they have revealed the use of dope by youth in this country, have aroused us.

While only a relatively small percentage of our young people are involved, our alarm is but natural. About a dozen bills have come in to provide means of dealing with this problem. Some bills would increase the penalties for the peddlers—up to the death penalty; some provide special hospitalization for youth affected. The principles which are behind these bills will of course have our support at the federal and state level. May I suggest that we also explore at the state and local level the possibility of asserting in law that dope addiction is a disease, that the victim may spread the disease, and that, therefore, we seek to apply the laws of quarantine to this threat. At present a dope addict can not, in any jurisdictions of which I know, be taken into custody by the law; being an addict is no crime. This means that the youth can be treated only if he does something specifically illegal—selling dope or engaging in other defined illegal acts. The right to establish a quarantine comes properly within the police powers of the state.

If, at the local and state level, quarantine were placed on youth who are addicts to certain drugs, then these victims could be quar-



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antined and legally taken out of circulation. Once this is done, they could then be offered certain opportunities for treatment, including hospitalization. In providing hospitalization, it is to be hoped that the federal government will cooperate with the states and assist them in providing for such service.

### Fathers escaping responsibility for child support

Federal law is needed so that the delinquent father who wishes to avoid the responsibility of supporting his child may not escape this responsibility by moving from one state to another. S 1468 (Flanders) provides for the enforcement of state support orders and would make it a crime "to move or travel in interstate and foreign commerce to avoid compliance with such orders."

### Aid for children of migratory workers

We cannot speak of a program of training and education of youth without giving attention to the poor child of the migratory worker, especially in the "wetback" states of New Mexico, Texas, and Arizona, which have the highest child death rates in the country. The children of the Mexican "wetbacks" have none of the protection which the state provides. As an organization we should certainly seek to give these poor displaced persons emergency housing, health services, and education for their children.

### Child labor laws

We in the labor movement who fought hardest to get good child labor laws at the national, state, and local levels must preserve those laws to prevent the exploitation of the child. Today



these laws are being ruthlessly attacked. The federal *minimum* safeguards are in real danger.

There is the effort (HR 3994 Sikes) to get cheap labor for industrialized agriculture by "redefining agriculture" under the Fair Labor Standards Act. This is the more subtle attack.

There are bills (HJ Res. 208 Mahon and HJ Res. 207) which seek to amend the Fair Labor Standards Act by exempting *children* from the law, to help in "harvesting of agricultural commodities." These bills (identical) state that the present law deprives children of "good pay without which *their families* are unable to provide them with the food, clothing, and school supplies necessary to their successful school attendance." What an indictment of our economy!

Then there is a third form of attack on child labor laws. There is Jere Cooper's bill (HR 4661) which would exempt home workers in rural areas from the minimum wage and maximum hours provision of that Act. The evasion in this bill is particularly vicious, for it tries to hide its purpose. It exempts "any home worker in a rural area who is not subject to any supervision or control by any person whomsoever, and who buys raw materials and makes and completes any article and sells the same to any person, *even though it is made according to specifications and requirements of some single purchaser.*"

This proposal would restore *sweated* home industry and must be fought. Yet it seems unfortunate that we cannot approach the whole question of purposeful activity for the child without exploitation of every child.

There would be no harm in having students help gather the harvest. Under proper conditions, they should! And if the period for harvesting crops is a short one and "all hands" are needed, then there should be a way found to make such a program possible. So, too, with some jobs around the home. The child should have restored to him something of the *activity* program which the simpler life of former years required of everyone. This was particularly profitable to and for the child. But to develop a program in which a child may work for his own *lasting* gain would require sincere, honest cooperation from employers who honestly want to help *the child*. There's the rub! There are far too many selfish, venal men and women who would use the child, bleed the child, for a penny's gain.

Here, then, we have a dilemma: how can there be returned to the child a role in creative activity, in purposeful activity, in which the child would realize that he *is doing* something worthwhile and not merely "putting in time"? This is one of the most serious problems confronting American education today.

Just keeping a youth in school is not educating him; just having him employed for the profit of the employer will not give him the practical training he needs to support himself. A basic new functional approach is necessary to provide an education program which will academically equip youth for the duties of citizenship and at the same time provide him a training period motivated by purposeful activity under such conditions as will protect him from exploitation.





# We Quote . . . . .

WILLIAM GREEN, AFL President:

"The present world situation tests the character and capacity of our citizens by sustained demands to meet dangers, take risks, and meet the requirements of leadership and service with sure judgment and prompt reactions. Because the members of your organization, together with the family, the church, and the community, are vitally concerned in the mental and moral development of our youth, . . . we wish your convention success in its deliberations and wise guidance on how best to meet your professional duties to the boys and girls who look to you for leadership. . . . I feel sure your organization will stand immovable in its loyalty to those principles which safeguard our freedom."

*From a telegram sent to the convention*



BISHOP FRANCIS  
J. HAAS and  
MARY WHEELER,  
\* AFT  
vice-president

The Most Reverend FRANCIS J. HAAS, Bishop of Grand Rapids:

"Teachers should unite in their own organization in a dignified way, elect their own officers, and through them promote the lawful interests of the whole profession. . . . But let me make it very clear: I do not mean that teachers should combine in what amounts to a company union, controlled and managed by school officials. . . .

"Without organization there can be only subservience for teachers and subservience for our future citizens. . . .

"Unions of teachers . . . can make the voice of teachers heard in many . . . ways. They can, for example, enlighten the community and thus secure public appropriations that will yield them fair income in place of the niggardly salaries that are now paid to all too many of them. Moreover, a properly managed teachers' union can do many other things for teachers which simple justice demands. They can, for example, work for the elimination of extra-curricular assignments, of discrimination in promotion, and of unwarranted discharge."

RUTH MacMURRAY, U.S. Department of State, Educational Division of UNESCO:

"I want to express our very great appreciation for the great contribution that the Federation has already made to the UNESCO program."

"I think you are the 'workingest' group I have ever seen."

WHAT YOU'VE BEEN LOOKING FOR . . .

# Extra-Curricular Activities and the Teacher

*The first draft of this statement was prepared by the AFT Commission on Educational Reconstruction. This draft was carefully studied by the AFT members who attended the AFT Summer Workshop at Madison, Wisconsin, and in the light of their suggestions revisions were made. The revised statement, as presented here, was then referred to the convention committee on educational trends and policies, which recommended its adoption by the convention. By unanimous vote the convention delegates enthusiastically approved the committee's recommendation.*

THE PROBLEM of extra-curricular activities is one which has concerned teachers for years. In no other occupation is a worker employed to perform exacting and highly technical duties of one sort and later forced to render, on his own time, services often unrelated to the job he is supposed to do.

A teacher's day has never been limited to the hours he spends in the classroom. As part of his work he has accepted the fact that he will have to devote time outside of school hours to preparation for his teaching and to other duties directly connected with his teaching. Traditionally, teachers have also given generously of their time to help adjust individual pupil problems. In addition teachers have voluntarily conducted extra-curricular activities of a leisure time nature—sponsoring student clubs, chaperoning student school functions, accompanying students on tours, and performing various duties at school affairs after school hours. These activities have been, for the most part, outside of the teacher's classroom work.

There has been an increasing tendency to break down the distinction between these recreational activities and other school activities of a quasi-commercial nature. The dramatic club in many schools has developed into a semi-professional enterprise, with after school tryouts, rehearsals, scenery construction, and charges for admission. The debating club has branched out and the English or speech teacher is responsible for conducting a series of debates within the community and often in different parts of the state and beyond. Athletic teams are expected to lead the league, or at least become commercially profitable. Music,

too, in many small cities and towns has become semi-professionalized; the high school band is indispensable at a variety of community functions. Perhaps an extreme example of school activity of a dubious educational value is the entertainment project, such as a carnival or bazaar, in which the services of the whole student body and the entire faculty are engaged for the sole purpose of raising money for the school.

Many extra-curricular activities, if they are not commercialized have a wholesome effect on the students. Teachers, by and large, do not complain of the activities as such so long as the curricular teaching program is not weakened. They do feel, however, that if the activities cannot be incorporated into the curricular schedule, and allowance made for the time spent outside of school hours by a shortened teaching program—at no sacrifice to students or other teachers—then teachers should be compensated for the extra time and work.

In some school districts this principle is recognized. Nevertheless, many a teacher has been engaged to teach science, or English, or mathematics, or health education, when actually the job has entailed coaching sports or dramatics or the supervision of clubs of one sort or another. This is a definite form of exploitation—making employment dependent upon the rendering of countless hours of unpaid service.

The extra-curricular problem has been heightened during the past year by the stoppage of extra-curricular activities in the New York schools. The teachers refused to donate their services, but the New York City Board of Education, acting on the basis of a ruling by

an acting New York State Commissioner of Education, decided that teachers could be forced to assume duties which had previously been entirely voluntary.

The President of the Board of Education sought to end the stoppage by enticing the coaches to conduct after-school activities through almost doubling the additional salaries paid.

In most of the schools in New York City, as is the case in other sections, only one or two sports are self-supporting. The four or five other sports are dependent on school funds for the purchase of equipment. The money for this equipment is raised by the presentation of dramatic performances calling for long hours of after-school coaching of the most trying kind. The coach of the plays is not paid, but the coaches of the teams for which he raises the money are given additional compensation.

Either extra-curricular activities are justifiable educationally or they should be discontinued. If they have a real educational purpose, the teachers conducting them should be adequately compensated. Just as the carpenter or the plumber is compensated for all additional time spent on his job—and not at the expense of his fellow workers, either—so every teacher should be compensated fairly for his additional labor. Until he is, coaches of the more spectacular extra-curricular activities will be compensated, if at all, at the expense of coaches of activities just as important, if not more so, to the educational program.

Teaching is a full-time job, even without extra burdens, and teachers, if they are to do

a satisfactory job, must be adequately paid and have opportunity for study, community activity, and recreation. Extra-curricular activities entered into on a voluntary basis by pupils and teachers in such communities may lead to mutual stimulation and enrichment.

The American Federation of Teachers believes the following basic considerations should govern schools in the development of extra-curricular activities:

1. An acceptable situation is one in which the extra-curricular activities are voluntary on the part of both students and teachers. This is the situation which prevailed up until recent years and still prevails in some school districts. We believe the best development of the child and the highest morale of the faculty are achieved under these conditions.

2. Where extra-curricular activities are definitely assigned as part of the teacher's program, suitable allowance should be made for the extra time involved through satisfactory adjustment of the classroom schedule.

3. Where it is impossible to make adjustments in the schedule for extra-curricular activities without sacrifice of the formal educational program, adequate over-time compensation should be paid.

4. Extra-curricular assignments should not be so costly in time and energy as to prevent teachers from carrying on their curricular teaching duties in a satisfactory manner.

5. Neither the choice of extra-curricular activities nor the compensation paid teachers should depend upon the revenue which the activity produces.



COMMITTEE ON EDUCATIONAL TRENDS AND POLICIES

# Meeting the Attacks on the Public Schools

To meet the unwarranted attacks that are being made on the public schools by powerful national organizations, the convention adopted the following recommendations:

1. That the Executive Council increase the publication and distribution of materials defining the aims and the procedures of public education in our free democracy, and the crucial nature of these attempts to throttle that freedom of thought upon which alone democratic citizenship can be based.
2. That both on the local and on the national level, criteria for "good" schools and the types of community support essential to getting and keeping them be adequately publicized.
3. That locals press for improvement in our schools through sane curriculum revision based on sound educational standards.
4. That unions educate their local communities to the returns received from educational expenditures.
5. That locals inform their members of the nature and source of these attacks through the circulation of such documented and factual studies as *American Education under Fire* by Professor Ernest Melby of

New York University, and by reports on the local activities of such groups as the Friends of Public Education, the National Council for American Education, and the American Education Association, whose misleading names entrap the unwary.

6. That the delegates of the AFT to the 1951 convention of the AFL make a report to that convention on the seriousness of the threat to education for democratic living constituted by the organized attacks described above.

7. That state and central labor bodies be alerted to this danger in the local areas.

8. That locals immediately intensify their programs of public relations in their own communities and offer active protection not only to teachers in the exercise of their rights as citizens, but to the school system itself in its normal processes of objective and balanced presentation of truth.

The convention urged that locals keep state federation, AFT vice-presidents, and the national office informed as to the extent and the character of any assaults by local or national groups on the proper functioning of their schools, so that counsel and guidance may be made available to the locals.

## Statement of Principles and Action Program for Democratic Human Relations

*Presented by the committee on democratic human relations and adopted by the convention.*

ORGANIZATIONS in the field of human relations report many advances during 1950-51 indicating their work has been strengthened by state legislation and court decisions. Particularly encouraging is the challenge of the segregated school system on the elementary and secondary school level in South Carolina along with the decision about the same time of the Municipal Court of Appeals of Washington, D. C., upholding the anti-segregation law of 1873. This latter decision presages important changes in the near future of many practices in our national capital.

Then, too, the platform adopted by the Mid-century White House Conference on Children and Youth in charting a 10-year program for advancing the well being of *all* the nation's children gives nation-wide support to many objectives sought by this committee, the most important being the abolition of racial segregation in education. Even more significant support is in a resolution of the World Congress (April

18-21, Brussels, Belgium) sponsored by the International Federation of Free Trade Unions which reads in part: "The general educational system of the state must be developed so as to provide opportunities for proper training for all people without distinction of race, creed or sex."

These objectives within the framework both of the AFT purpose of "democracy in education, education for democracy" and of the democratic principles of our national government give us an opportunity not only to show the inherent soundness of democracy as a way of life but also the relation of its spiritual values to our religious creeds.

THE first essential in the day to day struggle for better human relations is a measure to test the correlation between opinions and actions and professed values and principles. The Committee suggests the democratic yardstick as a guiding set of principles.

1. This opinion or action should recognize the dignity and worth of *all* persons.

2. It should enable *everyone* to participate in the formulation of policies affecting him.

3. It should offer *everyone* equality of opportunity to share in public services and benefits.

In accordance with this yardstick, the Committee for Democratic Human Relations makes the following recommendations for action by the American Federation of Teachers. While these recommendations may seem unrelated, they are definitely related and add up to creating a "climate of opinion" where the practice of democratic human relations will be the usual and accepted behavior.

#### **Action Within the American Federation of Teachers**

A. A re-affirmation of national policy that segregated locals are a basic violation of Article III, Section 11 of the AFT Constitution, which states: "No discrimination shall ever be shown toward individual members because of race, religious faith, or political activities or belief except that no applicant whose political actions are subject to totalitarian control such as Fascist, Nazi, or Communist shall be admitted to membership."

Henceforth in chartering new locals, the Executive Council shall act in strict accordance with this provision of the National Constitution.

B. We recommend that the constitution of every local should contain the above clause in line with national policy.

C. In regard to the separate locals in existence, the committee recommends several cooperative activities to give separate locals the experience of working together and ultimately of forming one local.

1. That the Executive Council of the AFT be specifically authorized to assist locals in establishing a joint board to plan and supervise several joint committees of the locals to work on problems of mutual interest.

2. That the Executive Council, in cooperation with the locals and with the local Central Trades, organize a workshop, an institute, or a lecture series on some topic of special interest in the area.

3. That the Executive Council arrange a joint meeting of the locals to receive the reports of the joint board and the joint committees as well as to take up any other topics of mutual interest.

4. That the Executive Council report to the next convention the success of any of these activities, the reasons for the lack of success, and the work necessary for future progress.

5. That the Executive Council give immediate and more serious consideration to this question and be prepared to give a detailed report on this matter for consideration at the convention in 1952. The committee desires to inform the convention body that a similar recommendation was passed on the convention floor in 1950. The convention



*The democratic human relations committee welcoming the Hon. R. S. Chhatari, of Pakistan*  
*The American Teacher, October, 1951*



committee deplores the lack of action in the ensuing period.

6. That the Executive Council carry out all the above activities in Washington, D.C., in 1951-52, along with an intensive organizing drive aiming at forming an integrated local in the national capital.

D. Establishment by each local of the AFT of a committee for democratic human relations to:

1. Work closely with the national committee to put over in the local area the program adopted by the convention.
2. Promote within its local school system a program of education for democratic human relations for the purpose of abolishing eventually all types of segregation and discrimination.

E. A continuation of the summer workshop scholarship of the committee at the University of Wisconsin; an expression of appreciation to the Jewish Labor Committee for its second scholarship to the workshop.

F. A re-submission of the AFT program to the U.S. Office of Education for a campaign for democratic human relations in the public schools to be carried on with the same zeal and vigor as the World War II program of the Office.

G. Accumulation in the Research Department of printed and audio-visual materials on human relations with emphasis on magazines for young people. In this connection, Junior Red Cross is to be commended for its articles on the contributions of various groups to our common cultural life and for its stimulus to other magazines to follow this example.

#### **Action Outside of the Federation**

A. Public approval and support of the NAACP in specific court cases challenging the constitutionality of segregated school systems.

B. Cooperation with the Home Rule Committee and the Civil Liberties Clearing House of Washington, D.C., in establishing a National Home Rule Committee to secure suffrage and home rule for the residents of Washington.

C. Support of HR 2193, a bill for a national FEPC; pending the passage of such legislation, request President Truman to carry through his intention to create a national FEPC for all de-

fense industries and industries engaged in interstate commerce; request labor's political action committee to make a national FEPC one of labor's demands in the 1952 elections.

D. Commending the Voice of America for broadcasting the religious drama of Nathaniel Dett, *The Ordering of Moses*, and requesting that the Voice of America carry more programs dealing with the cultural contributions of all minorities.

E. Urging Congress to expedite the evacuation claims of Japanese residents who were deprived of their property by the mass evacuations of 1942.

F. Support of the program of the National Congress of Indians and the Association on American Indian Affairs to secure additional appropriations from Congress to provide:

1. Educational facilities for all Indian children, particularly for the 14,000 Navajo children without school facilities.
2. An adequate adult and vocational training program.
3. Increased health and hospital services.
4. Protection of many tribes in their treaty rights in land, forests and fisheries.

G. Support of the recommendations\* of the President's Commission on Migratory Labor to provide for migrant labor the protection of the Social Security Law, The Fair Labor and Standards Act, the Child Labor Amendment to this Act and the Public Health Service Act; and the protection of similar state laws with the provision of schooling for children of migrant workers.

The Committee urges the convention to support these recommendations fully. Though their realization may be difficult and sometimes slow the effort must be made in order to make effective the attainment for all of us of that fuller life embodied in the "American dream."

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#### **Support of efforts to eliminate segregated school systems**

The convention voted that the AFT should "support the efforts of the National Association for the Advancement of Colored People (NAACP) through legal processes to eliminate the segregated school systems in the South" and that the AFT should make a financial contribution toward those efforts.



# Resolutions Adopted

## **A model code of working conditions**

The AFT Executive Council was directed "to institute an immediate study of the problem of working conditions for teachers, to serve as a model code for the guidance of locals in their negotiations." The code should include "such items as class load, hours of work, extra-curricular responsibilities, lunch time, sick leave, absence for essential personal reasons, furloughs and leaves of absence, accident and health compensation and insurance, promotions, and other such items related to the working life of teachers." A draft of the code is to be submitted to the 1952 convention for discussion.

## **A working conditions study by the U.S. Department of Labor**

A resolution prepared by the working conditions committee asked that the AFT immediately request the U. S. Department of Labor to undertake a study of the working conditions in the teaching profession in the United States.

## **A defined school day**

The convention went on record in support of a defined school day and urged local unions to work toward that end in negotiations with their boards of education and to ask that extra pay be given for extra-curricular duties as-

signed beyond the defined school day.

## **Tenure laws including a *de novo* court clause**

The convention reiterated the AFT stand in support of strong teacher tenure laws which include a *de novo* court clause. Locals were urged to oppose any attempts to weaken or circumvent the tenure laws.

## **Mental hygiene**

The delegates directed that copies of Chicago's four-point program on mental hygiene be distributed to AFT locals. (This program will be published in a later issue of the AMERICAN TEACHER.

## **"Business-Industry Training" programs**

The AFT Executive Council was instructed to investigate the educational value of the elaborate programs of "Business-Industry Training" which are financed and developed by organized business interests and by private groups representing only limited and biased viewpoints on major economic issues, and to publish their findings as soon as possible.

## **An AFL department for civil rights**

The AFT Executive Council was asked to request the Executive Council of the AFL to establish a regular department to work in the field of civil rights and discrimination.



COMMITTEE ON WORKING CONDITIONS



COMMITTEE ON CIVIL AND PROFESSIONAL RIGHTS OF TEACHERS

### Use of AFT defense funds

The delegates voted that when funds are available without jeopardizing the present defense program, the use of AFT defense funds should be broadened to include not only cases in which tenure teachers are dismissed but cases involving a violation of the principles of tenure in any other way. The resolution provided also that "means be studied to increase the defense fund so that this expanded program may be carried out."

### In Memoriam

WHEREAS, Mrs. Florence Curtis Hanson served faithfully and devotedly for ten years, from 1926 to 1935, as secretary-treasurer of the American Federation of Teachers; and

WHEREAS, The period during which Mrs. Hanson served the American Federation of Teachers was one of the most difficult and trying periods in AFT history, when powerful interests were exerting relentless efforts to destroy the organization or render it ineffective; and

WHEREAS, Mrs. Hanson, through courageous leadership and an indomitable will, led the organization through its most difficult days and played a large part in building the foundations for the present structure of the organization; and

WHEREAS, Millions of children have had better educational opportunities and thousands of teachers have lived happier lives because of the devotion of Mrs. Hanson to the cause of "democracy in education and education for democracy"; therefore be it

*Resolved*, That the Thirty-Fourth Annual Convention of the American Federation of Teachers in Grand Rapids, Michigan, August 20-24, 1951, express deep sorrow in the death of Mrs. Hanson on February 1, 1951, and heartfelt appreciation for the great service rendered to American education during her lifetime; and be it further

*Resolved*, That the American Federation of Teachers extend deepest sympathy to the family and relatives of Mrs. Hanson.

### Loyalty Oaths

After long discussion the convention adopted the following resolution:

WHEREAS, The teachers of America have demonstrated their faith and allegiance to the basic principles of our democracy since the founding of our nation; and

WHEREAS, Academic freedom, the right to seek, teach, speak, and write the truth, even if it is an unpopular truth, is fundamental in our system of education and in our way of life; and

WHEREAS, The right to teach and be taught the truth without fear and restriction is vital, *not* to the teacher alone but to the student and nation as well; and

WHEREAS, Imposed loyalty oaths are a threat to academic freedom, since they can be used arbitrarily to control thought and expression; and

WHEREAS, Loyalty oaths inflict indignity and personal injury to the honest and loyal teacher by implying that he is "disloyal" till he swears he is "loyal"; and

WHEREAS, The taking of an oath does not create true loyalty, nor expose those whose loyalty lies elsewhere and who do not hesitate to perjure themselves; and

WHEREAS, Loyalty oaths may serve as a means of intimidating teachers and limiting their professional and private activities, often seriously interfering with the teaching of vital and controversial subjects; and

WHEREAS, Throughout the country much loyalty oath legislation introduces totalitarian methods which destroy the democracy which they claim to defend; therefore be it

*Resolved*, That the American Federation of Teachers in convention assembled reiterate its disapproval and condemnation of loyalty oaths demanded of teachers individually or as a group; and be it further

*Resolved*, That the AFT oppose the discriminatory selection of teachers for special investigation of their personal beliefs and lawful activities.

### **Aid to the Pawtucket teachers**

The delegates voted unanimously that AFT members and locals should be urged to give financial assistance to the teachers of Pawtucket, R. I. The resolution on this subject was as follows:

WHEREAS, The Pawtucket teachers have been without pay for the five weeks prior to the summer vacation (making a total of 15 weeks in all by the time they come back to school in September), pending settlement of their dispute with their board of education; and

WHEREAS, At their best teacher salaries cannot cover such payless periods; therefore be it

*Resolved*, That all the affiliated locals of the AFT promptly be advised by the national office of the financial problem facing the members of the Pawtucket local, 930; and be it further

*Resolved*, That locals and their individual members be urged to make financial contributions directly to the Pawtucket local.

In accordance with directions given in a later resolution, the AFT national office sent to an officer of each local printed statements explaining the Pawtucket situation and providing a form by which AFT members could make a voluntary contribution of one dollar or more.

### **Procedures in obtaining emergency aid from the national office**

A resolution presented by the Executive Council and adopted by the convention establishes the following procedures to be followed when locals are in need of immediate assistance from the national office:

1. The local shall notify the area vice-presi-

dent and the secretary-treasurer of the AFT of existing conditions.

2. Upon receipt of such communication, the secretary-treasurer will promptly notify the members of the Executive Council and alert the state federation president.

3. The area vice-president will investigate and will cause to be circulated to the Executive Council a motion embodying recommendations that will best serve the interests of the local and national organization.

4. The Council shall, in turn, take action on this motion to bring about a speedy and effective solution of the problem confronting the petitioning local.

The Executive Council was authorized to supplement these procedures in order to guarantee effective action by the national organization.

### **Restoration of the AFT Research Department**

The AFT Executive Council was directed to restore the AFT Research Department and reinstate Mrs. Florence Greve in the position of Research Director which she held on December 30, 1951.

### **An accounting system to be used by locals**

The AFT Executive Council was instructed to take immediate steps to provide an adequate system of accounting to be used by all newly established locals and any other affiliated locals requesting the approved system of book-keeping.



COMMITTEE ON OFFICERS' REPORTS

## AMENDMENTS TO THE AFT CONSTITUTION

1. The words "for approval or rejection" were added to Article IX, Section 9, so that the section is now as follows: "The Executive Council shall have power to interpret and enforce this Constitution and to make rules and by-laws not in conflict with this Constitution and shall report such rules and by-laws and interpretations to the succeeding convention for approval or rejection."

2. To Article VIII, Section 3, was added Subsection 1: "One cent of each member's monthly per capita tax shall be set aside for the defense fund."

3. In Article VII, Section 3, the words "such delegate to have one vote for each local represented" were deleted, and for them the following words were substituted: "Such delegate shall be credentialed by each local represented and shall have one vote for each local represented." The complete section is now as follows: "A group of locals, not to exceed seven in number, in the same section of the country may jointly send one delegate to the convention. Such delegate shall be credentialed by each local represented and shall have one vote for each local represented."

4. Article VII, Section 5, paragraph 2 was amended by deleting the words, "A delegate leaving the convention may transfer his votes to other delegates of his local, by written proxy left with the Secretary" and substituting for them the following: "A delegate leaving the convention may transfer his votes to any other delegate or delegates of his local specified by

him in a written proxy left with the secretary.

5. To Article VIII was added Section 9 as follows: "The Executive Council shall have the power to hire an auditor to examine the books of any affiliated local or state federation upon the direction of a majority vote of the Executive Council."

6. Article I, Section 6 was removed from the By-Laws and incorporated in the Constitution by adding to Article IX, Section 1 the following words: "except that any action by the convention involving expenditure of funds shall be referred to the Executive Council with power to revise in conformity with the budget." Article IX, Section 1 of the Constitution now reads as follows: "It shall be the duty of the Executive Council to obey the instructions of national conventions, except that any action of the convention involving expenditure of funds shall be referred to the Executive Council with power to revise in conformity with the budget."

## ACTION ON CORNELL APPEAL

The final action of the convention before adjournment Friday afternoon was to uphold the Executive Council in its refusal to reinstate the local at Cornell University. In explaining the reasons for the Council's action, Secretary-Treasurer Kuenzli stated that the local was not adequately representative of the faculty at Cornell and that it was the aim of the Council to institute there a new organization on a broader base.



COMMITTEE ON CONSTITUTIONAL AMENDMENTS

# AFT Program for 1951-52

*Based on action taken by the 1951 convention and by the Executive Council at its post-convention meeting.*

## EDUCATIONAL GOALS

1. An improved curriculum, developed with teacher participation and designed to increase the holding power of the schools.
2. A larger number of well trained teachers.
3. Adequate school housing.
4. Increased school revenue.
5. Teaching techniques that will:
  - a. Preserve and develop the dignity of every individual child.
  - b. Develop the skills and the tools with which each child may become a fruitfully functioning member of society.
  - c. Develop in each child a full understanding of the rights of others, as individuals and as groups.
  - d. Develop to the greatest degree possible the powers of factual analysis and of reasoning.
  - e. Engender in the child moral responsibility to himself and to his fellowman.
6. A class size small enough to permit effective counseling of each child.
7. Better use of teaching aids.
  - a. Audio-visual materials integrated into the curriculum and used as the basis of discussion, rather than as passive entertainment.
  - b. More non-profit educational programs on TV.

## TEACHER WELFARE

1. Vigorous defense of the civil and professional rights of teachers.
2. Opposition to loyalty oaths demanded of teachers individually or as a group and to the discriminatory selection of teachers for special investigation of their personal beliefs and lawful activities.
3. Strong support of teacher tenure and of tenure laws which include a *de novo* court clause.
4. Salary schedules which recognize that teaching of children in the classroom, the fundamental purpose for which the schools exist, is of greater importance than any other

part of the school program, including administration.

5. Development of a model code of working conditions for teachers.
6. A request that the U.S. Department of Labor undertake a study of the working conditions in the teaching profession in the United States.
7. Support for a defined school day.
8. Satisfactory adjustment of the classroom schedule to allow for extra time spent by the teacher on extra-curricular activities; where such adjustment is impossible without sacrifice of the formal educational program, adequate over-time pay.
9. Securing for teachers the right to vote on whether they want federal social security to supplement existing pension laws.

## LEGISLATION

1. For education:
  - a. Federal aid for salaries for public school teachers, for construction and rehabilitation of schools, for scholarship loans to needy worthy students, and for the elimination of adult illiteracy.
  - b. Use of royalties from tidelands oil to provide federal aid to education.
  - c. An adequate research program by the Office of Education.
2. For child welfare:
  - a. Federal aid for health services for all children.
  - b. Continuation and expansion of the school lunch program.
  - c. A program of services to aid physically and mentally handicapped children.
  - d. Adequate appropriation for the programs of the Children's Bureau.
  - e. Preservation of child labor laws to prevent the exploitation of children in sweated home industry or in industrialized agriculture.
  - f. Protection and services for the children of migratory workers.



## DEMOCRATIC HUMAN RELATIONS

1. Reaffirmation of AFT policy that "no discrimination shall ever be shown toward individual members because of race, religious faith, or political activities or belief except that no applicant whose political actions are subject to totalitarian control such as Fascist, Nazi, or Communist shall be admitted to membership."
2. A recommendation that each AFT local establish a committee for democratic human relations.
3. Urging the Office of Education to sponsor a vigorous campaign for democratic human relations in the public schools.
4. Support of specific court cases challenging the constitutionality of segregated school systems.
5. Cooperation with groups working for suffrage and home rule for residents of Washington, D.C.
6. Support for legislation for a national FEPC.
7. Requesting the Voice of America to carry more programs dealing with the cultural contributions of all minorities.
8. Urging Congress to expedite the claims of Japanese deprived of property in mass evacuations of 1942.
9. Additional appropriations for the education of Indian children and adults, for hospital and health services for Indians, and for protection of their treaty rights.

## ECONOMIC POLICIES

1. Support of the AFL program for firm price controls and maintenance of wage standards.
2. Support of all programs directed at basing tax structures on the ability-to-pay principle.
3. Opposition to the "millionaires' amendment," which would repeal the federal income tax amendment to the U.S. constitution.
4. Encouragement of credit unions and cooperatives.

## LABOR

1. Support of the principle of equal pay for equal work.
2. A federally financed program of workers' education and adult education under the direction of the U.S. Department of Labor.
3. Expansion of workers' education programs sponsored by universities, colleges, and other educational organizations.

## PUBLIC RELATIONS

1. Cooperation with parents, the press, community organizations, and the general public in working for improvement of the schools.
2. Strong opposition to unwarranted attacks on the public schools by tax-saving groups seeking to curtail educational services and to distort textbooks and curriculum to their advantage.
3. Encouragement of good teaching so that the community recognizes that a union teacher is a good teacher.

## A.F.T. PROJECTS AND SERVICES

1. Completion of the book, *Pioneering in Democratic Education*, by the AFT Commission on Educational Reconstruction.
2. Investigation of the educational values of Business-Industry training programs.
3. Re-establishment of the research department.
4. A definite procedure for giving emergency aid to locals.
5. A sound and adequate defense fund.
6. Study of plans for group insurance for AFT members.
7. Establishing an approved system of book-keeping to be used by new locals and other locals requesting it.

## A.F.T. ORGANIZATION

1. An expanded program of organization, with organizers assigned to given limited areas and with special attention to organizing locals in the far west.
2. Maintenance of the AFT policy that no segregated locals be chartered.

## INTERNATIONAL RELATIONS

1. Affiliation with the new International Federation of Free Teachers Unions, which is a division of the International Confederation of Free Trade Unions (ICFTU). (The AFL convention voted to urge all affiliated unions and the AFL Department of Education to cooperate with the new international organization of free teachers' unions.)
2. Promotion of the UNESCO program and its purposes. (AFT President John Eklund was recently appointed to the U.S. National Commission for UNESCO.)
3. A joint program of analysis of French and American textbooks by the AFT Commission on Educational Reconstruction and the French teacher organizations.